

Kindergarten through Grade 2
Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade 2. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade 2. *In addition to the standards for kindergarten through grade 2, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

CHRONOLOGY AND CAUSE AND EFFECT

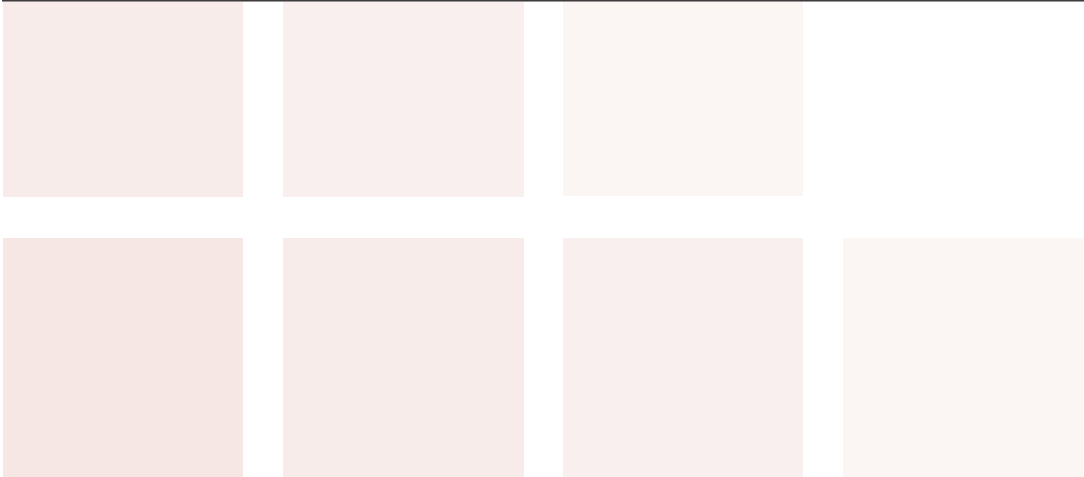
- 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context.
- 2. Students correctly apply terms related to time (e.g., *past, present, future, years, decades, centuries, millennia, epochs, and generations*).

GEOGRAPHIC SKILLS

- 1. Students use map and globe skills to determine the locations of places.
- 2. Students identify the human and physical characteristics of the places they are studying.
- 3. Students develop spatial ability by drawing sketch maps of the local community, regions of the United States, and major regions of the world.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

- 1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
- 2. Students pose relevant questions about events they encounter in historical documents.
- 3. Students distinguish fact from fiction.
- 4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.



Grades 3 through 5**Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 3 through 5. They are to be assessed *only in conjunction with* the content standards in grades 3 through 5. *In addition to the standards for grades 3 through 5, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

CHRONOLOGY AND CAUSE AND EFFECT

1. Students place key events of the historical era they are studying and interpret information contained within time lines and comparative time charts.
2. Students know the calendar abbreviations and what they signify (e.g., A.D. and C.E., B.E. and B.C.E., c. and circa).
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
5. Students distinguish cause from effect and identify and interpret the multiple causes and effects of historical events.
6. Students conduct cost-benefit analyses of historical and current events.

GEOGRAPHIC SKILLS

1. Students use map and globe skills to determine the absolute locations (latitude and longitude) of places, and they interpret information available through a map or globe's legend, scale, and symbolic representations.
2. Students define common map and globe terms, including *continent, country, mountain, valley, ocean, sea, lake, river; cardinal directions, latitude, longitude, north pole, south pole, tropics of Cancer and Capricorn, equator, 360-degree divisions, time zones; elevation, depth, approximate distances in miles, isthmus, strait, peninsula, island, archipelago, 23-and-a-half-degree global tilt, fall line; and compass rose, scale, and legend.*
3. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes), and they analyze how relative advantages or disadvantages can change over time.
4. Students identify the human and physical characteristics of the places they are studying, and they explain how those features form the unique character of those places.
5. Students explain the distributions of cultures in places they study and how they create a cultural landscape.
6. Students describe the factors that influence the location, distribution, and interrelationships of economic activities in different regions.
7. Students trace how changes in technology, transportation, communication, and resources affect the location of economic activities.
8. Students explain the causes and effects of settlement patterns, including the effect of rural-to-urban migrations.
9. Students identify and explain the process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, regional, and national levels.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
2. Students differentiate between primary and secondary sources and know examples of each.
3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

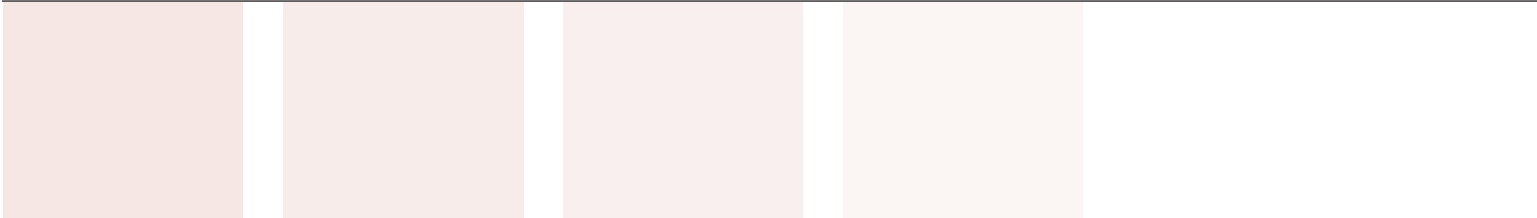
(G) = geography
(E) = economics
(P) = politics and government
(R) = religious thought and ideas
(S) = social impact of events
(M) = military action
(I) = intellectual thought

Grades 6 through 8
Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 6 through 8. They are to be assessed *only in conjunction with* the content standards in grades 6 through 8. *In addition to the standards for grades 6 through 8, students demonstrate the following intellectual reasoning, reflection, and research skills:*

CHRONOLOGY AND HISTORICAL INTERPRETATION

- 1. Students explain how major events are related to one another in time.
- 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
- 3. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- 4. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the short-term causes or sparks from long-term causes.
- 5. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- 6. Students recognize the role of chance, oversight, and error in history.
- 7. Students recognize that interpretations of history are subject to change as new information is uncovered.
- 8. Students interpret basic indicators of economic performance, and they conduct cost-benefit analyses of economic and political issues.
- 9. Students frame questions that can be answered by historical study and research.
- 10. Students distinguish fact from opinion in historical narratives and stories. They know facts are true statements because they are supported by reliable evidence and can cease to be facts if new evidence renders previous evidence wrong or unreliable.
- 11. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- 12. Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately.
- 13. Students assess the credibility and reliability of Internet sources.
- 14. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, and author's perspectives).
- 15. Students know the distinction between sound generalizations and misleading oversimplifications and stereotypes, such as the attribution of individual perspectives on historical events to entire demographic groups.



Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	GRADES 6–8	Grade 9	Grade 10	Grade 11	Grade 12	Economics
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Grades 6 through 8

GEOGRAPHIC SKILLS

1. Students explain Earth's grid system and are able to locate places using degrees of latitude and longitude.
2. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries. Students interpret historical maps and charts.
3. Students create maps that show the growth and decline of empires.
4. Students categorize characteristics of places in terms of whether they are physical (natural) or cultural (human). Know and apply the sub-categories of physical and cultural characteristics when describing any given place.
5. Students explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. Identify spatial patterns in the movement of people, goods, and ideas throughout history.
6. Students study current events to identify the characteristics, distribution, and complexity of earth's cultural mosaics.
7. Students assess how people's changing perceptions of geographic features have led to changes in human societies. They study current events to describe how people's experiences of diverse cultures and places influences their perceptions and viewpoints.
8. Students identify and explain the process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, national, regional, and international scales.
9. Students explain the effects of interactions between humans and natural systems, including how humans depend on natural resources and adapt to and affect the natural environment.
10. Students apply the concept of region and their patterns of change to the study of the natural and human characteristics of places.
11. Students use geographic knowledge and skills to analyze historical and contemporary issues.

Grades 9 through 12**Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 9 through 12. They are to be assessed *only in conjunction with* the content standards in grades 9 through 12. *In addition to the standards for grades 9 through 12, students demonstrate the following intellectual, reasoning, reflection, and research skills.*

HISTORICAL CHRONOLOGY AND INTERPRETATION

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
4. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
5. Students distinguish intended from unintended consequences.
6. Students interpret past events and issues within the context in which an event unfolded rather than present-day norms and values.
7. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
8. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

GEOGRAPHIC SKILLS

1. Students understand the influence of physical and human geographic factors on the evolution of significant historic events and movements. They apply the geographic viewpoint to local, regional, and world policies and problems.
2. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. Identify major patterns of human migration, both in the past and present.
3. Students relate current events to the physical and human characteristics of places and regions. They identify the characteristics, distribution, and complexity of Earth's cultural mosaics.
4. Students evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effect of natural disasters.
5. Students hypothesize about the impact of push-pull factors on human migration in selected regions and about the changes in these factors over time. Students develop maps of human migration and settlement patterns at different times in history and compare them to the present.
6. Students note significant changes in the territorial sovereignty that took place in the history units being studied.

(continued)

Grades 9 through 12

GEOGRAPHIC SKILLS *(continued)*

- Students study current events to explain how human actions modify the physical environment and how the physical environment affects human systems (e.g., natural disasters, climate, and resources). They explain the resulting environmental policy issues.
- Students explain how different points of view influence policies relating to the use and management of Earth’s resources.
- Students identify patterns and networks of economic interdependence in the contemporary world.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

- Students distinguish valid arguments from fallacious arguments in historical interpretations (e.g., appeal to false authority, unconfirmed citations, *ad hominem* argument, appeal to popular opinion).
- Students identify bias and prejudice in historical interpretations.
- Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors’ use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

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